

particular way the phenomena referred to occur. It might be very rarely, it might (as far as such statements would show) be the greater part of the time. Moreover, such general statements would leave it open to controversialists to presume that I meant by "sexuality" something to which they would not accord the name. Only the actual instances of words and behaviour will enable readers to understand just what I do mean by my descriptive terms, and to know how often and in what circumstances the phenomenon occurs.

With regard to the material gathered in my own school, I have endeavoured to record, and am offering here, practically every instance of such behaviour which took place under my cognisance, and that of my assistants, during the period I was in charge of the school. Naturally I cannot claim that it is in fact a total record, since neither I nor any of my staff was always free to write down these (or any other) instances at the moment they occurred, or as soon after as made memory reliable. But I am content that it is not far short of complete, and enough so to suffice, whether for judgment of the behaviour of these particular children, or for theoretical purposes. With much of the material from other sources, too, it will be seen that I am able to give actual first-hand descriptions of the children's behaviour, or their actual sayings. Where the statements are generalised ones, they are nevertheless drawn from unimpeachable first-hand observations, and are nowhere mere opinions or theories.

D. With regard to the material from my own school, there are further important (and to some extent personal) considerations which I should like to make clear, since they may help to keep a proper psychological perspective.

a. In the first place, this was not a "psycho-analytic school", as was sometimes said by other

people. I do not
know what a "psycho-analytic school^{1*} might
be, nor, I
imagine, did those who so spoke of it.

The basis for this notion in other people's
minds was mainly
that I was known to accept psycho-analytic
theories of
neurosis, and to be a member of the British
Psycho-Analytical
Society. But this does not *necessarily* affect
one's educational
practice. I was a trained teacher of young
children and a
student of Dewey's educational theories
long before
I knew anything about Freud, and by no means
approached